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ABSTRACT

An inservice training program was held at Brookdale Community College in Lincroft, New Jersey, for the purpose of training guidance counselors and teachers in the incorporation into existing curricula of the New Jersey Career Information Delivery System (CIDS), developed by the New Jersey Occupational Information Coordinating Committee (NJOICC). The initial phase of the training project involved the development of a CIDS training curriculum. In the next phase of the project, five inservice workshops were implemented for a total of 125 guidance counselors and teachers. Following the completion of the series of workshops, those staff members who presented the workshops developed a CIDS training manual. Follow-up contact with the workshop participants was maintained by the project staff throughout the next year. (The CIDS training manual is appended to this report. Included in the manual are an overview of computer-based guidance systems, a case study of the use of CIDS that includes sample computer searches, guidelines on program implementation, a CIDS summary, and a CIDS checklist.) (MN)

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FINAL REPORT

OF

NJOICC/CIDS

IN-SERVICE TRAINING

1983 - 1984

Brookdale Community College
Lincroft, NJ 07738
(201) 842-1900

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Project Director
Harvey B. Schmelter-Davis
Director, Career Services

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 135 of Public Law 94-482.

Project Duration: October 1, 1983
Beginning Date

June 30, 1984
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: NJOICC/CIDS IN-SERVICE TRAINING

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: BROOKDALE COMMUNITY COLLEGE

ADDRESS: Newman Springs Road

Lincroft, NJ 07738

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(Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

Brookdale Community College and the NJOICC provided in-service training to guidance counselors and teachers on incorporating the New Jersey Career Information Delivery System (CIDS) in their curriculum. Our purpose was to help these professionals further infuse career education into the curriculum, which is part of the state's mandate and to develop an in-service training manual that could be used after the project was over. The following objectives were achieved to accomplish this:

1. A CIDS training curriculum was developed
2. 75 guidance counselors and teachers, in three workshops, were provided in-service training
3. A CIDS Training Manual for guidance and teaching personnel was developed
4. Follow-up contact was maintained by NJOICC staff with workshop participants

A copy of the manual can be obtained from the NJOICC office.

ACKNOWLEDGEMENT

This project would not have been successful if we had not had the cooperation of the following people.

Larry Seidel, Staff Director, NJOICC
Paul Suda, CIDS Manager
Arnold Gelfman, Director of Academic Support Serivces, Brookdale Community College
Lynne Schmelter-Davis, Career Clinic Coordinator, Brookdale Community College
New Jersey Occupational Resources Center

Harvey B. Schmelter-Davis
Project Director

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PROBLEM

Guidance counselors and teachers need current information about occupations. Information is usually outdated, if it exists at all. In addition, they may not be sure how to use the information that exists: in what career development context should this information be included; how to incorporate this information into specific subject matter courses; how to use this information in career classes? Computer based guidance delivery systems are available but most teachers and counselors are not familiar with them and need assistance in using them. Teachers and counselors are mandated to infuse career education into the curriculum; many have great difficulty doing so. Counselors have heavy work-loads; they do not have the time to do the necessary research, they are frustrated because they recognize the importance of career information in the career decision making process.

OBJECTIVES

The following were objectives for this project:

1. Develop a model CIDS implementation training curriculum.
2. Train at least 75 guidance counselors and teachers in three regional training workshops.
3. Develop a self-paced CIDS training program for guidance and teaching personnel who cannot attend the training sessions.
4. Maintain follow-up contact with workshop participants.

BACKGROUND INFORMATION

Until this year, a N.J. related computer-based occupational information system has not been available. The New Jersey Occupational Information Coordinating Committee has developed a computer-based occupational information system which provides reliable and relevant occupational data specific to New Jersey. It was critical to help counselors and teachers use this information and infuse it into career education programs. It was for this purpose that the NJOICC applied for funds to train high school guidance counselors and teachers in the use of this new Career Information Development System (CIDS). The goal was to train at least 75 educators on incorporating the CIDS system into career guidance and career education curriculum. NJOICC implemented this project in conjunction with Brookdale Community College.

PROCEDURES USED

Brookdale Community College administered this project in coordination with the NJOICC. Harvey B. Schmelter-Davis Director of Career Services, and Staff Director of NJOICC, Larry Seidel, were the co-directors. They were responsible for carrying out the objectives for this project.

A steering committee made up of Larry Seidel, Staff Director, NJOICC, Paul Suda, CIDS Manager, and Brookdale staff, was established to design the training curriculum. Curricula was developed by practitioners in the Career Services Center who had written previous training curriculum as well as running training workshops in career education. A draft of this curriculum was reviewed by this group prior to the training sessions. At that time the members checked a list of specific issues to be covered. They included:

1. Does the curriculum offer sufficient theoretical background in career development theory and labor market information?
2. Are there opportunities for participants to exchange ideas?
3. Are there opportunities for participants to gain hands-on experience.

4. Does the curriculum enable participants to apply this information in a counseling and/or teaching setting?

5. Are there exercises to show how career decision-making is linked to the use of labor market information?

6. Will participants be able to gain skills about occupational and labor market information, identifying and finding it?

7. Will participants be able to gain skills and counsel students in use of state and local labor market information?

8. Will the participants understand the limitations of using labor market information in a counseling and teaching setting?

Using this curriculum, train at least 75 guidance counselors and teachers in three regional training workshops

NJOICC used its mailing list and that of the Department of Education to reach guidance counselors and teachers throughout the state. An announcement of the training workshops was mailed one month in advance to inform professionals of the training. These workshops were held at Brookdale Community College on October 6, and 13, and November 17, 1983. The one-day workshops began at 9 A.M. and ended at 3 P.M. (Appendix 1.) Because the workshops were oversubscribed, two additional workshops were held at the N.J. Occupational Resources Center on June 8, and June 13, 1984.

Training CIDS curriculum for guidance and teaching personnel who could not attend the training sessions was developed. While our goal was to attract 75 professionals to these one-day

workshops, there were many more professionals who wanted to use the CIDS. Therefore, during this project period a self-paced training CIDS curriculum modeled on the training workshops was developed (Appendix 2). Once the training workshop curriculum was developed, the team immediately started developing this training manual which will be made available through NJOICC.

Maintain follow-up contact with all workshop participants and those involved in the self-paced CIDS curriculum to help them utilize the system effectively

The one-day workshop and a self-paced curriculum alone did not answer all the questions that professionals had.

The NJOICC staff encouraged participants to contact them to answer any questions they might have. This has continued to happen throughout the year.

FINDINGS

More than125 participants attended the five training sessions that were held during the year. Most of the participants were high school counselors and/or career resource center staffs. In addition there were librarians and JTPA personnel who attended the workshops. The participants were most responsive to becoming involved with the utilization of CIDS while trying to respond to a case study problem. Most of the participants were very interested in asking questions about how at their institution they can implement CIDS. The participants were given an opportunity to share their experiences, and how they might incorporate CIDS in their career education programs. Many of the participants felt that materials mailed in advance concerning CIDS might have been helpful to them.

INTERPRETATION OF FINDINGS

Based on the overwhelming response to these workshops we believe that high school counselors, career resource center staff, librarians and JTPA staff have a real need to learn how to use CIDS. There is especially a need to become comfortable with the utilization of a computer terminal and accessing CIDS. The other critical area is understanding how a computer-based guidance system such as CIDS can be incorporated into each organization's on-going career education programs. These workshops demonstrated the need for more in-service training of this kind.

DISSEMINATION OF ACTIVITIES PLANNED

A training manual has been written (Appendix 2) and the NJOICC will disseminate this manual as appropriate to users and potential users throughout the state.

STRATEGIES OR ACTIVITIES EMPLOYED TO ELIMINATE SEX BIAS AND SEX ROLE STEREOTYPING

All curriculum materials were reviewed by committee members to insure that sex bias and sex role stereotyping would be eliminated in the presentations and curriculum materials. Staff from the Brookdale Women's Center reviewed the materials to insure that there was no sex bias or sex role stereotyping. In addition, participants were asked, if in their opinion, there was any sex bias and/or sex role stereotyping in the presentations and/or the materials.

CONCLUSIONS

The objectives for this project were met. More than 125 participants attended the workshops and a manual incorporating this curriculum was implemented. The overwhelming response to these workshops indicates there is a need for such workshops to be held on an on-going basis.

RECOMMENDATION

Based on the findings we believe that workshops of this nature should be offered on an on-going basis for not only high school counselors, but career resource center staff, librarians, and JTPA personnel. We also believe that it would be helpful for employment service counselors to be involved in this process.

CIDS SEMINAR

November 17, 1983

AGENDA

9:00 - Registration

9:15 - Welcome and Introduction
Larry Seidel - Staff Director, NJOICC
Harvey Schmelter-Davis - Director, Career Services
Brookdale Community College

9:30 - Overview of Computer-Based Guidance Systems and Career Development
Harvey Schmelter-Davis

9:45 - CIDS - Overview
Paul Suda - CIDS Manager, New Jersey Occupational Information Coordinating Committee
Department of Labor

10:00 - CIDS - Search Process
Paul Suda, Larry Seidel, Harvey Schmelter-Davis
Lynne Schmelter-Davis - Career Clinic Coordinator
Brookdale Community College

12:00 - Lunch

1:15 - Questions and Answers

2:00 - CIDS Implementation - Costs, Equipment

2:30 - CIDS - Search continued

Sponsored & Funded by: New Jersey Dept. of Education,
Div. of Vocational Education
and Career Preparation

and

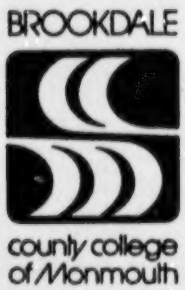
New Jersey Occupational
Information Coordinating
Committee

Appendix 2

NEW JERSEY CAREER INFORMATION DELIVERY SYSTEM (CIDS)

OUTSIDE FRONT COVER

NEW JERSEY CAREER INFORMATION DELIVERY SYSTEM (CIDS)



Brookdale Community College, Lincroft, New Jersey
New Jersey State Occupational Information Coordinating Committee
New Jersey Department of Education, Division of Vocational Education

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PREFACE

This material was developed as an outcome of a series of training workshops for professionals interested in the understanding and use of the New Jersey Career Information Delivery System. The workshops were attended by high school guidance counselors, college counselors, librarians, JTPA staff members, employment service and rehabilitation workers. The leaders for these workshops were:

Larry Seidel, Staff Director, New Jersey State Occupational Information Coordinating Committee

Paul Suda, Manager, New Jersey Career Information Delivery System

Arnold Gelfman, Director, Academic Support Services, Brookdale Community College

Lynn Schmelter-Davis, Director, Psychological Services, Brookdale Community College

Harvey B. Schmelter-Davis, Director, Career Services, Brookdale Community College

Funding for this project was made possible by the New Jersey Department of Education, Division of Vocational Education, and New Jersey State Occupational Information Coordinating Committee.

INTRODUCTION

In this era of high technology, computers appear to be entering all aspects of our lives. Some of us in the counseling profession may look at this as a threat to our existence; however, this view is narrow and not commensurate with the realities of the 1980's. In fact the advent of computer technologies has opened up a whole new world for the provision of outstanding counseling services, especially in the realm of career counseling.

The purpose of this manual will be to introduce the New Jersey Career Information Delivery System (CIDS) and to show how it can be effective in assisting students in the career planning process. The first section of the manual deals with an introduction to computer-based guidance systems and highlights the components of effective systems. The second section of the manual provides an analysis of the CIDS system and, through the case study approach, shows how this system works. The third section discusses the implementation of CIDS within the school setting and looks at such important areas as cost, equipment, location, and support services. The final section of this manual includes a summary of the CIDS system and provides a checklist for future reference.

AN OVERVIEW OF COMPUTER-BASED GUIDANCE SYSTEMS

New computer-based guidance systems appear on the market almost every year. It is easy to be greatly impressed by the first such system one sees; however, it takes a great deal of understanding of these systems to distinguish among them. This section looks at the various components which require consideration prior to selecting the most appropriate system for a particular environment.

One should first ask what philosophical assumptions underlie the computer-based guidance system under review. Do these assumptions fit in with your own philosophical viewpoint? Review the literature that comes with the system and determine if the computer process is facilitative of later counseling. Try to determine if the objectives of the particular computer-based guidance system are similar to those that you consider important in career decision making. What are the outcomes that the system intends to achieve and what population is it intended to serve? No computer-based guidance system will meet all of your needs. Therefore, it is important to choose a system with objectives relatively harmonious to your own. Once you have found this system, there will still be areas that are not as effectively addressed as you might like. In this situation, it would be wise to determine if there are other non-computer-based approaches that can supplement the computer-based guidance system and help your students to arrive at what you consider to be appropriate outcomes.

Another area to review in selecting computer-based guidance systems relates to the concepts that these systems attempt to explain. For example, does it provide an overview of the career planning process? Does it deal with decision making, the structure of the worlds of work, the use of information resources, the job search process, college selection, financial aid, etc.? Are the topics presented in an interesting and lively manner, and is the system fully interactive? Is the reading level of the information appropriate for your population?

Appropriate assessment is probably the most important area in any career-based guidance system. Often, people have been unable to determine job or career possibilities because they are not aware of their strengths and weaknesses. They do not have the self-understanding that would allow them to make effective career decisions. And most of the assessment components within today's career-based guidance systems are inadequate at best. The best methods to help a person determine abilities, aptitudes, personal characteristics, values, and interests are not presently housed on any of the available computer-based guidance systems. Such

instruments as the Strong-Campbell Interest Inventory, Career Assessment Inventory, Kuder Occupational Interest Survey (Form DD), Personality Research Form, Differential Aptitude Tests, and Jackson Personality Inventory have not yet been made available to these systems. Appropriate counseling and testing/interpretation prior to the use of computer systems can be immensely helpful. Students can begin the computer-based guidance process more aware of their potentials. The process of self-discovery is central to the effective use of any of these systems.

One of the easiest ways to compare computer-based guidance systems is by file type. All of the major systems contain descriptions of occupations including duties, entry requirements, salaries, job outlook information, etc. The detail topics differ from system to system. The real concern is not the amount of information, but rather the accuracy or validity of that information. How often is the system updated? Does the information provided by the system relate to the local requirements? Most systems are updated at least once a year; some systems are updated only every other year. It is important that a purchaser decide whether timeliness is crucial. If a system is not updated regularly and if the career information is not relevant to the local area, it will probably not be advantageous to purchase the system regardless of cost or ease of acquisition.

The ease with which a system can be used is another major evaluative criterion. Can a user with little or no instruction sit down at a terminal, work through the program, and arrive at outcomes that are beneficial? Is the system "menu" driven? In other words, can a student or client determine what he/she would like to explore and then access information? Is the system sufficiently interesting to keep a person's attention throughout the search process?

Another important issue is the amount of information that is contained on-line by the system. Most systems that work on mainframe computers have the capability of storing far more information than those on microcomputers. Obviously, the storage capacity of the large computer can add immensely to the career search process. On the other hand, mainframe computers can experience what is called "down time." When this occurs, your terminal is down along with every other terminal on the system. However, at present, no microcomputer is capable of maintaining all of the information necessary to provide the full range of services that most larger mainframes allow.

Cost is another factor that needs to be reviewed carefully in selecting a computer-based guidance system. The costs of such systems can vary widely, especially when one considers the alternative of purchasing or leasing such a system. As indicated earlier, if a microcomputer system is purchased, the amount of information available will be limited by the size of the microcomputer memory. Furthermore, there is the cost of updating this information. If a system is purchased for the mainframe, there is not only the cost of updating the information but also what might be a very sizable cost related to system installation. All systems are not compatible with all mainframes; some may require that significant sums of money be spent to adapt the system to the particular mainframe. This could easily exceed the cost of the original purchase.

In general, the safest approach can be a time sharing agreement with a mainframe computer that already has a working computer-based guidance system. Usually, the companies offering this type of service provide all maintenance and make certain that the linkage to the system is appropriate. Although the costs for this may seem higher than direct purchase, the true costs may well be less. Certainly, the headaches can be far fewer (provided that the company is reputable, that service is easily obtained, that the major informational needs are met, and that down time is minimized).

HOW CIDS CAN WORK FOR YOU: A CASE STUDY

It is January. High School junior Richard Brown is beginning to feel pressure — pressure to decide on a college and make career decisions. He goes to his guidance office and meets with Mrs. Larson, his counselor. He states that he doesn't have any idea what he wants to do. His records indicate that he is in a college preparatory program and has been doing average work. He ranks about in the middle of his class of 400 students; his highest grade is in graphic arts, his lowest, in math.

Richard is given the CIDS Career Selection Profile and College Selection Profile. He is given the simple directions on how to do this and is told that by giving serious thought to answering these questions he is starting on the path of realistic career and college exploration. He is given an appointment to return with his completed profiles at which time he will work at the computer terminal to discuss the results with his counselor.

Richard takes the profiles to the work table in the guidance office and finds the User's Guides as he was instructed. He begins to work on the Career Selection Profile first. The first question, regarding primary work orientation, gives him pause. He feels by the descriptions given he would not like working directly with people, but he has trouble deciding between "DATA" and "THINGS" since both categories have aspects which appeal to him. For the time being he decides to check "THINGS." He has eight broad areas to get through on this profile; they bring to mind questions he never before considered. For example, what, he wonders, should he check off for a minimum acceptable starting salary? Or what he expects to attain in earning potential in his chosen career? He makes a mental note to find out what people earn in various fields, and how much does a person need to be self-supporting.

After answering all the questions on the Career Profile, Richard sees that he has to list them in order of importance to him. This is difficult for him; it is the first time he has been called upon to prioritize his values in a formal way. Some priorities will change in rank when he works at the computer terminal, and as he talks with his counselor to try to clarify these values.

He does College Selection Profile during his free period the next day. A glance at the first question (location of where one wishes to attend College) brings the realization that, although he knows he wants to go to "some college," he is not even sure if he wants to go away to school. His father has spoken of his alma mater, a state university. Richard decides he needs to talk to his parents. This is the first serious discussion about his college plans.

The following week, Richard has his turn at the computer terminal. He is ready with both his Career Selection Profile and College Selection Profile. He decides to tackle the Career Selection Profile first.

```
ENTER FILE SECTION
? 1
ADD   1   CAREER FIELDS
  172 RECORD(S) QUALIFY
I.D.BOL
33

IID3
BMO      3
DSDEMO
N. J. CAREER INFORMATION DELIVERY SYSTEM READY
```

```
ENTER FILE SECTION
YOU MUST ENTER ONE OF THE FOLLOWING:
1  CAREER FIELDS
2  VOCATIONAL EDUCATION FILE—1984
3  PETERSON'S 1984 TWO AND FOUR YEAR COLLEGE FILE
4  CHILD CARE CENTERS
5  EMPLOYERS/INDUSTRIES
6  (UNDEFINED)
7  FOR NEW VOCATIONAL SCHOOL FILE NOW USE FILE NUMBER 2
8  (UNDEFINED)
9  (UNDEFINED)
ENTER FILE SECTION
  ? 1
ADD  1  CAREER FIELDS
  173 RECORD(S) QUALIFY
  ? A37
ADD  37  CRAFT ARTS
  8 RECORD(S) QUALIFY
  ? N
  62
HAIRDRESSERS AND COSMETOLOGISTS                    83/12/14
  80
CARPENTER                                          83/12/14
  82
PAINTERS, PAPERHANGERS AND PLASTERERS              83/12/14
  118
PHOTOGRAPHER                                       83/12/08
  122
COMMERCIAL DESIGNERS AND ARTISTS                   83/12/09
  143
JEWELER                                            83/11/14
  161
ARCHIVISTS AND CURATORS                            84/01/05
  170
PHOTOGRAPHIC PROCESS WORKER                        84/04/10
  ? A23
ADD  23  THINGS
  8 RECORD(S) QUALIFY
  ? A125
ADD  125  FOUR OR FIVE YEAR BACHELOR'S DEGREE
  NO RECORD(S) QUALIFY
  ? D125
DELETE  125  FOUR OR FIVE YEAR BACHELOR'S DEGREE
  8 RECORD(S) QUALIFY
  ? A171
ADD  171  MOST WORK PERFORMED INSIDE
  7 RECORD(S) QUALIFY
  ? A271
ADD  271  STANDARD HOURS AND WORK WEEK
  6 RECORD(S) QUALIFY
  ? N
  80
```

CARPENTER	03/12/14
82	
PAINTERS, PAPERHANGERS AND PLASTERERS	03/12/14
122	
COMMERCIAL DESIGNERS AND ARTISTS	03/12/09
143	
JEWELER	03/11/14
161	
ARCHIVISTS AND CURATORS	04/01/05

Note Richard's progress so far. He entered the Career Fields file section and immediately added characteristic 37 (Craft Arts) since this type of work (as it was described in the CIDS User's Guide page 19) seemed appealing. He found that eight records qualified under that title and had those records listed (by typing in ? N). He added working with things (A23) and then decided to see if he needed a four-year college degree to work in any of those fields. Since no records qualified, he found that a four-year college degree was not a requirement. He deleted that characteristic and continued his search.

He decided to look closer at the photographic Process Worker field and asked for a printing of all the information available (P170 / 12345678).

That appears as follows:

170
PHOTOGRAPHIC PROCESS WORKER 84/04/10
NATURE OF WORK

PHOTO PROCESS WORKERS, ALSO KNOWN AS DEVELOPERS OR DARKROOM TECHNICIANS, PROCESS PHOTOGRAPHIC FILM AND PRINTS. THEY DO SUCH THINGS AS EXPOSE, DEVELOP, PRINT, AND FINISH PHOTOGRAPHS. SOME SPECIALIZE IN A CERTAIN PROCESS SUCH AS RETOUCHING NEGATIVES, TINTING OR COPYING PHOTOS.

SAMPLE OCCUPATIONAL SPECIALTIES

DOT
970.281-018 PHOTOGRAPHIC RETOUCHER
976.381-010 REPRODUCTION TECHNICIAN
976.381-018 FILM LABORATORY TECHNICIAN
FOR A COMPLETE LIST OF JOB TITLES SEE USERS GUIDE SUPPLEMENT

SAMPLE WORK ACTIVITIES

—MIX CHEMICALS FOR USE IN FILM DEVELOPMENT
—DEVELOP FILM BY HAND OR BY DIRECTING THE OPERATION OF AUTOMATIC EQUIPMENT
—OPERATE PROJECTION PRINTERS TO ENLARGE AND MAKE PRINTS OF PICTURES AFTER FILM HAS BEEN DEVELOPED
—CONTROL THE EXPOSURE OF THE PICTURE TO OBTAIN DESIRED EFFECTS OF PHOTOGRAPHER
—RETOUCH NEGATIVES AND PRINTS

WORKING CONDITIONS AND SAMPLE PLACES OF WORK

—PHOTO PROCESS WORKERS MAY ASSIST EXPERIENCED PHOTOGRAPHERS
—THEY WORK IN PHOTO LABS, DARKROOMS, AND PHOTOGRAPHIC STUDIOS WHERE CLEANLINESS AND ATTENTION TO DETAIL ARE EXTREMELY IMPORTANT
—MOST OF PHOTO PROCESSING WORK IS REPETITIOUS AND SOME WORKERS ARE SUBJECT TO EYESTRAIN FROM INSPECTING NEGATIVES AND PRINTS
—MOST WORK 40 HOURS PER WEEK, WITH OVERTIME REQUIRED DURING BUSY PERIODS SUCH AS CHRISTMAS TIME AND SUMMER
—MOST WORK IS NOT STRENUOUS
—ABOUT 60% WORK IN THE MISCELLANEOUS BUSINESS SERVICE INDUSTRY

WORKER REQUIREMENTS

YOU SHOULD PREFER:
WORK WITH SPECIAL EQUIPMENT AND PROCESSES
—WORK WITH THINGS AND OBJECTS

YOU SHOULD BE ABLE TO:
—MAKE DECISIONS BASED ON PERSONAL JUDGMENT AND/OR MEASURABLE DATA
—FOLLOW WRITTEN PROCEDURES AND INSTRUCTIONS
—SEE IMPORTANT DETAIL IN PICTURES
—DO REPETITIVE WORK RAPIDLY

TOOLS, EQUIPMENT AND MATERIALS:
—PRINTING MACHINE
—PROCESSING MACHINE
—ENLARGER
—CAMERA
—DRYING CABINET
—CLEANING AGENTS
—DYES

RELATED EDUCATION AND TRAINING

THE FOLLOWING NEW JERSEY SCHOOL SUBJECTS ARE HELPFUL IN PREPARING FOR THIS OCCUPATION:
—GRAPHIC ARTS
—GENERAL MATH
—CHEMISTRY
—ART
—PHOTOGRAPHY

EDUCATION

—A HIGH SCHOOL DIPLOMA IS HIGHLY RECOMMENDED FOR THOSE DESIRING TO ENTER THIS FIELD. BEGINNING PHOTO PROCESS WORKERS LEARN MOST OF THEIR SKILLS ON-THE-JOB. POST-SECONDARY EDUCATION LEADING TO AN ASSOCIATE DEGREE IN PHOTOGRAPHIC TECHNOLOGY OR TECHNICAL SCHOOL IS HELPFUL TO PERSONS WISHING TO ADVANCE.

EARNINGS/ADVANCEMENT

EARNINGS

EARNINGS OF PHOTO PROCESS WORKERS VARY GREATLY DEPENDING ON LEVEL OF SKILL, EXPERIENCE, AND GEOGRAPHIC LOCATION. NATIONALLY, INEXPERIENCED PHOTO PROCESS WORKERS STARTED AT OR JUST ABOVE THE MINIMUM WAGE, AND EARNED BETWEEN $3.40 — $4.50 AN HOUR IN 1980.

CAREER LADDER

BEGINNERS IN THIS TRADE USUALLY START AS HELPERS TO EXPERIENCED DARKROOM TECHNICIANS, THEN ADVANCE AFTER GAINING EXPERIENCE. USUALLY IT TAKES ABOUT 3 YEARS TO BECOME A FULLY QUALIFIED DARKROOM TECHNICIAN; IT TAKES LESS TIME TO BECOME A SPECIALIST IN AN AREA SUCH AS DEVELOPMENT OR PRINTING. SOME BECOME PROFESSIONAL PHOTOGRAPHERS WHILE OTHERS ADVANCE TO SUPERVISORY POSITIONS IN PHOTO LABS.

EMPLOYMENT AND OUTLOOK

THE OUTLOOK FOR THIS CAREER IN NEW JERSEY IS GOOD.

IN NEW JERSEY EMPLOYMENT LEVELS ARE PROJECTED TO INCREASE OVER 18% BETWEEN 1982 AND 1990 WITH ABOUT 30 JOBS PER YEAR BEING AVAILABLE. THERE IS LITTLE IF ANY FORMAL VOCATIONAL TRAINING AVAILABLE.

NATIONALLY, EMPLOYMENT OF PHOTO PROCESS WORKERS IS EXPECTED TO INCREASE MORE SLOWLY THAN THE AVERAGE FOR ALL OCCUPATIONS THROUGH THE 1980'S. THIS IS PARTLY DUE TO THE INCREASING USE OF SELF-PRODUCING INSTANT CAMERAS, AND THE AUTOMATION OF PHOTO LAB PROCESSES.

SOURCES OF ADDITIONAL INFORMATION

PROFESSIONAL PHOTOGRAPHERS OF AMERICA, INC.
1091 EXECUTIVE WAY
DES PLAINES, ILLINOIS 60018

PHOTO MARKETING ASSOCIATION INTERNATIONAL
3000 PICTURE PLACE
JACKSON, MICHIGAN 49201

LOCAL OFFICES OF NEW JERSEY DIVISION OF EMPLOYMENT SERVICES

FOR FURTHER INFORMATION SEE THE FOLLOWING PUBLICATIONS LOCATED IN YOUR CAREER CENTER:
OCCUPATIONAL OUTLOOK HANDBOOK
GUIDE FOR OCCUPATIONAL EXPLORATION
EXPLORING CAREERS

He then decided to explore another area in a briefer way. Note that only characteristics 1, 2 and 3 are asked for:

? P122/123
122
COMMERCIAL DESIGNERS AND ARTISTS 83/12/09
NATURE OF WORK

THESE PERSONS CREATE OR DESIGN ART WORK OR PRODUCTS THAT ILLUSTRATE OR PROMOTE MERCHANDISE, SERVICES, AND IDEAS USED IN HOMES, BUSINESS, AND INDUSTRIES.

SAMPLE OCCUPATIONAL SPECIALTIES

DOT
141.061-022 ILLUSTRATOR
141.081-014 COMMERCIAL DESIGNER
142.051-010 DISPLAY DESIGNER
142.051-014 INTERIOR DESIGNER

FOR A COMPLETE LIST OF JOB TITLES SEE USER'S GUIDE.

SAMPLE WORK ACTIVITIES
—DRAW OR PAINT ILLUSTRATIONS
—ETCH, ENGRAVE, CARVE, PAINT, OR DRAW IMAGES AND PREPARE THEM TO BE PRINTED
—DRAW UP OR MODEL DESIGNS FOR PRODUCTS, SUCH AS RUGS, CARS, SILVERWARE, TEXTILES, CLOTHING OR JEWELRY

WORKING CONDITIONS AND SAMPLE PLACES OF WORK

—THEY MAY WORK ALONE OR AS PART OF A TEAM UNDER THE GENERAL SUPERVISION OF AN ART DIRECTOR
—MANY ILLUSTRATORS ARE FREE-LANCE ARTISTS WHO WILL GENERALLY HAVE A CONSTANT SET OF CLIENTS.
—WORKING CONDITIONS MAY VARY ACCORDING TO THE TYPE OF ART WORK BEING PREPARED AND THE EMPLOYER. GENERALLY, THEY WORK IN CLEAN, WELL-LIGHTED, TEMPERATURE-CONTROLLED AREAS IN OFFICE BU_DINGS, DEPARTMENT STORES, ART STUDIOS, ADVERTISING AGENCIES, PRINTING OR INDUSTRIAL PLANTS.
—THEY MAY SPEND MUCH OF THEIR TIME STANDING OR SITTING AT A DRAWING BOARD OR WORK TABLE.
—COMMERCIAL ARTISTS MAY WORK UNDER PRESSURE TO MEET A DEADLINE.
—SALARIED ARTISTS USUALLY WORK 35-40 HOURS A WEEK WHILE FREE-LANCE ARTISTS GENERALLY HAVE IRREGULAR WORKING HOURS.
—QUALIFIED LAY-OUT ARTISTS AND FASHION ILLUSTRATORS MAY OBTAIN SEASONAL DEPARTMENT STORE WORK ON A FREE-LANCE BASIS.
—ABOUT (ILLEGIBLE)% ARE SELF-EMPLOYED.

Richard did not know what to do next.
He asked for help:

```
  ? H
FOR HELP, ENTER P9990/1
  ? P9990/1
9990
HELP STATEMENT                                          83/08/25
HELP

THE HELP FUNCTION IS DIVIDED INTO SEVERAL SECTIONS, EACH DEALING WITH
A SPECIFIC TOPIC OR FILE. SELECT  THE AREA YOU NEED HELP WITH AND TYPE
THE PRINT COMMAND LISTED.
REMEMBER, YOU ENTER A COMMAND AFTER THE COMPUTER PRINTS A "?", YOU
THEN HIT RETURN TO SHOW THE COMPUTER WHAT YOU TYPED.

TYPE P9991/8 AND HIT RETURN TO SEE THE HELP OPTIONS. AFTER OBTAINING
THE NECESSARY HELP YOU CAN CONTINUE TO ENTER YOUR SEARCH
CHARACTERISTICS AS BEFORE OR ENTER "R" TO BEGIN YOUR SEARCH AGAIN.

  ? P9991/8
9991
HELP STATEMENT                                          83/07/28
HELP SECTIONS                  TYPE

1.  FILE DESCRIPTIONS          P9990/2
2.  CONTROL COMMANDS           P9991/1
3.  PRINTING COMMANDS          P9992/1
4.  SEARCH COMMANDS            P9993/1

  ? P9993/1
9993
HELP STATEMENT                                          83/08/26
STRUCTURED SEARCH COMMANDS

THESE COMMANDS ALLOW YOU TO PERFORM A SEARCH OF ANY FILE TO SELECT
ONLY THOSE CAREERS, SCHOOLS, ETC. THAT MEET YOUR NEEDS OR DESIRES.
WITH THESE COMMANDS YOU CAN ADD OR DELETE CHARACTERISTICS AND
CHECK TO SEE WHY ANY GIVEN RECORD DOES OR DOES NOT MEET YOUR
REQUIREMENTS. TO GET HELP ON A SPECIFIC COMMAND TYPE THE "P"
COMMAND LISTED:
COMMAND                TYPE

ADD "A"                P9993/3
DELETE "D"             P9993/4
LIST "L"               P9993/5
CHECK "C"              P9993/6
NAME "N"               P9993/7
```

? P9993/5
9993
HELP STATEMENT 83/08/26
LIST COMMAND "L"

THE LIST COMMAND "L" WILL DISPLAY A LISTING OF ALL OF THE CHARACTERISTICS YOU HAVE ENTERED USING THE "A" COMMAND. IT IS HELPFUL TO USE THIS COMMAND TO CHECK YOUR ENTRIES PRIOR TO PRINTING RECORDS.

TYPE THE PRINT COMMAND FOR HELP WITH ANOTHER SEARCH COMMAND. TYPE P9993/1 FOR THE SEARCH COMMAND MENU. TYPE P9991/8 FOR MORE HELP, TYPE "R" TO BEGIN YOUR SEARCH AGAIN, OR CONTINUE YOUR SEARCH FROM THE POINT AT WHICH YOU FIRST ASKED FOR HELP.

Richard realized it would be best to restart and look at another career area:

? R
RESTART REQUESTED
N. J. CAREER INFORMATION DELIVERY SYSTEM READY
ENTER FILE SECTION
? 1
ADD 1 CAREER FIELDS
173 RECORD(S) QUALIFY
? A33
ADD 33 VISUAL ARTS
3 RECORD(S) QUALIFY
? N
118
PHOTOGRAPHER 83/12/08
122
COMMERCIAL DESIGNERS AND ARTISTS 83/12/09
141
ARTIST 83/12/13
? P141/12345678
141
ARTIST 83/12/13
NATURE OF WORK

PAINTERS AND ARTISTS CREATE ART WORK THROUGH THE USE OF LINE, COLOR, FORM, AND MASS TO EXPRESS IDEAS AND FEELINGS. PAINTERS IN THE FIELD OF FINE ARTS PAINT LANDSCAPES, PORTRAITS, STILL LIFE ABSTRACT DESIGNS, AND SIMILAR COMPOSITIIONS.

OCCUPATIONAL SPECIALTIES

DOT

102.261-014 PAINTINGS RESTORER
144.061-010 PAINTER
144.061-014 PRINTMAKER
144.061-018 SCULPTOR

He did this numerous times and collected much information about various fields of interest to him. He decided to obtain further information from the sources listed below:

SOURCES OF ADDITIONAL INFORMATION

NATIONAL ART EDUCATION ASSOCIATION
NATIONAL EDUCATION ASSOCIATION
1916 ASSOCIATION DRIVE
RESTON, VIRGINIA 22091

NATIONAL ASSOCIATION OF SCHOOLS OF ART
11250 ROGER BACON DRIVE #5
RESTON VA 22090

AMERICAN INSTITUTE OF GRAPHIC ARTS
1059 THIRD AVE.
NEW YORK, NY 10021

FOR FURTHER INFORMATION SEE THE FOLLOWING PUBLICATIONS LOCATED IN YOUR CAREER CENTER:
OCCUPATIONAL OUTLOOK HANDBOOK
GUIDE FOR OCCUPATIONAL EXPLORATION
EXPLORING CAREERS

Richard felt that he had a tentative idea of areas to explore further. He decided to go through the College file.

Richard had discussed college plans with his parents when he filled out his College Selection Profile. He decided that he did not want to go very far away. He knew he did not want to take any more Math courses in high school, and he had only taken one year of a foreign language and would not continue with any more. His grade point average so far was a 2.2, so he realized he needed to look at colleges where the entrance requirements were minimally difficult or non-competitive. His parents suggested that he also explore schools with cooperative education programs which they felt could be beneficial in gaining experience and aiding in post-college job placement. Richard did not know if he wanted a two-year or a four-year college and decided to explore both. He searched this way:

```
N. J. CAREER INFORMATION DELIVERY SYSTEM READY
ENTER FILE SECTION
  ? 3
ADD   3   PETERSON'S 1984 TWO AND FOUR YEAR COLLEGE FILE
2941 RECORD(S) QUALIFY
  ? A1582
ADD   1582   MIDDLE ATLANTIC STATES
  476 RECORD(S) QUALIFY
  ?
   A1715
ADD   1715   MINIMALLY DIFFICULT
  68 RECORD(S) QUALIFY
  ? A1666
ADD   1666   COED
  58 RECORD(S) QUALIFY
  ? A1706
ADD   1706   MINIMUM 3 YEARS HIGH SCHOOL MATH NOT REQUIRED
  57 RECORD(S) QUALIFY
  ? A1708
ADD   1708   MINIMUM 3 YEARS FOREIGN LANGUAGE NOT REQUIRED
  57 RECORD(S) QUALIFY
  ? A1754
ADD   1754   COOPERATIVE PROGRAM
  10 RECORD(S) QUALIFY
  ? N
2041
ALLIANCE COLLEGE
2197
BERKELEY SCHOOL
2467
CITY UNIVERSITY OF NEW YORK, YORK COLLEGE
2924
GOLDEY BEACOM COLLEGE
3219
LABORATORY INSTITUTE OF MERCHANDISING
3282
LINCOLN UNIVERSITY
3415
MEDAILLE COLLEGE
4319
STRAYER COLLEGE
4404
TRIANGLE INSTITUTE OF TECHNOLOGY
4752
VILLA MARIA COLLEGE OF BUFFALO
  ? D1754
```

He wanted to see which colleges matched some of his requirements but did not have a Cooperative Education program. He just typed in "D1754" to delete that characteristic and he added 3089 (Industrial Design). No records qualified since the requirements for that major are somewhat more difficult. He deleted that and looked at Arts Administration.

```
DELETE  1754  COOPERATIVE PROGRAM
  57 RECORD(S) QUALIFY
  ? A3089
ADD  3089  INDUSTRIAL DESIGN
  NO RECORD(S) QUALIFY
  ? D3089
DELETE  3089  INDUSTRIAL DESIGN
  57 RECORD(S) QUALIFY
  ? A3003
ADD  3003  ARTS ADMINISTRATION
  1 RECORD(S) QUALIFY
  ? N
3415
MEDAILLE COLLEGE
```

He explored Art Education and Advertising:

```
  ? D3003
DELETE  3003  ARTS ADMINISTRATION
  57 RECORD(S) QUALIFY
  ?
  ? A3277
ADD  3277  ART EDUCATION
  3 RECORD(S) QUALIFY
  ? N
2467
CITY UNIVERSITY OF NEW YORK, YORK COLLEGE
2764
EDINBORO UNIVERSITY OF PENNSYLVANIA
3660
NORTHEASTERN CHRISTIAN JUNIOR COLLEGE
  ? D3277
DELETE  3277  ART EDUCATION
  57 RECORD(S) QUALIFY
  ? A3058
ADD  3058  ADVERTISING
  2 RECORD(S) QUALIFY
  ? N
3332
```

```
LYONS SCHOOL OF BUSINESS
3415
MEDAILLE COLLEGE
  ?
```

Richard restarted and looked at the graphic arts fields in non-competitive colleges, checked out the cost factor of different schools, and explored which schools had a skill-building or an academic remediation program to help him out in Math. He also wanted to know which schools did not require either SAT or ACT scores for entrance. The search is as follows:

```
RESTART REQUESTED
N. J. CAREER INFORMATION DELIVERY SYSTEM READY
ENTER FILE SECTION
  ? A3
YOU MUST ENTER ONE OF THE FOLLOWING:
1  CAREER FIELDS
2  VOCATIONAL EDUCATION FILE—1984
3  PETERSON'S 1984 TWO AND FOUR YEAR COLLEGE FILE
4  CHILD CARE CENTERS
5  EMPLOYERS/INDUSTRIES
6  (UNDEFINED)
7  FOR NEW VOCATIONAL SCHOOL FILE NOW USE FILE NUMBER 2
8  (UNDEFINED)
9  (UNDEFINED)
ENTER FILE SECTION
  ? 3
ADD  3  PETERSON'S 1984 TWO AND FOUR YEAR COLLEGE FILE
  2941 RECORD(S) QUALIFY
  ? A3073
ADD  3073  GRAPHIC ARTS
  236 RECORD(S) QUALIFY
  ? 1582
ADD  1582  MIDDLE ATLANTIC STATES
  39 RECORD(S) QUALIFY
  ? A1666
ADD  1666  COED
  36 RECORD(S) QUALIFY
  ? A1754
ADD  1754  COOPERATIVE PROGRAM
  21 RECORD(S) QUALIFY
  ?
  ? A1716
ADD  1716  NONCOMPETITIVE
  2 RECORD(S) QUALIFY
  ? N
2579
COMMUNITY COLLEGE OF ALLEGHENY COUNTY—ALLEGHENY CAMPUS
3424
MERCER COUNTY COMMUNITY COLLEGE
```

? D1716
DELETE 1716 NONCOMPETITIVE
21 RECORD(S) QUALIFY
? N
2032
ALFRED UNIVERSITY
2061
AMERICAN UNIVERSITY
2173
BEAVER COLLEGE
2325
CALIFORNIA UNIVERSITY OF PENNSYLVANIA
2351
CARNEGIE-MELLON UNIVERSITY
2579
COMMUNITY COLLEGE OF ALLEGHENY COUNTY—ALLEGHENY CAMPUS
2646
DAEMEN COLLEGE
3183
KEAN COLLEGE OF NEW JERSEY
3294
LONG ISLAND UNIVERSITY, SOUTHAMPTON COLLEGE
3389
MARYWOOD COLLEGE
3424
MERCER COUNTY COMMUNITY COLLEGE
3631
NEW YORK INSTITUTE OF TECHNOLOGY
3888
POINT PARK COLLEGE
3903
PRATT INSTITUTE
3969
ROCHESTER INSTITUTE OF TECHNOLOGY
4288
STATE UNIVERSITY OF NEW YORK COLLEGE AT BUFFALO
4292
STATE UNIVERSITY OF NEW YORK COLLEGE AT NEW PALTZ
4350
TEMPLE UNIVERSITY
4400
TRENTON STATE COLLEGE
4513
UNIVERSITY OF DELAWARE
4752
VILLA MARIA COLLEGE OF BUFFALO
? D3073
DELETE 3073 GRAPHIC ARTS
140 RECORD(S) QUALIFY
? A3026
ADD 3026 ART/FINE ARTS
67 RECORD(S) QUALIFY

? A1811
ADD 1811 $0-$2500 FOR STATE RESIDENTS
NO RECORD(S) QUALIFY
? D1811
DELETE 1811 $0-$2500 FOR STATE RESIDENTS
67 RECORD(S) QUALIFY
? A1812
ADD 1812 $2501-$5000 FOR STATE RESIDENTS
17 RECORD(S) QUALIFY
? N
2325
CALIFORNIA UNIVERSITY OF PENNSYLVANIA
2427
CHEYNEY UNIVERSITY OF PENNSYLVANIA
2471
CLARION UNIVERSITY OF PENNSYLVANIA
2818
FASHION INSTITUTE OF TECHNOLOGY
2883
GALLAUDET COLLEGE
3183
KEAN COLLEGE OF NEW JERSEY
3288
LOCK HAVEN UNIVERSITY OF PENNSYLVANIA
3522
MONTCLAIR STATE COLLEGE
4151
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
4288
STATE UNIVERSITY OF NEW YORK COLLEGE AT BUFFALO
4292
STATE UNIVERSITY OF NEW YORK COLLEGE AT NEW PALTZ
4295
STATE UNIVERSITY OF NEW YORK COLLEGE AT OSWEGO
4296
STATE UNIVERSITY OF NEW YORK COLLEGE AT PLATTSBURGH
4316
STOCKTON STATE COLLEGE
4400
TRENTON STATE COLLEGE
4513
UNIVERSITY OF DELAWARE
4752
VILLA MARIA COLLEGE OF BUFFALO
ADD 1705 NEITHER SAT NOR ACT REQUIRED
6 RECORD(S) QUALIFY
? N
2764
EDINBORO UNIVERSITY OF PENNSYLVANIA
2883
GALLAUDET COLLEGE
3511

```
MOHAWK VALLEY COMMUNITY COLLEGE
4291
STATE UNIVERSITY OF NEW YORK COLLEGE AT GENESEO
4293
STATE UNIVERSITY OF NEW YORK COLLEGE AT OLD WESTBURY
4752
VILLA MARIA COLLEGE OF BUFFALO
  ? D3026
ADD   1742   SKILL-BUILDING PROGRAM
  12 RECORD(S) QUALIFY
  ? N
2764
EDINBORO UNIVERSITY OF PENNSYLVANIA
2883
GALLAUDET COLLEGE
2941
GRATZ COLLEGE
3136
JEFFERSON COMMUNITY COLLEGE
3332
LYONS SCHOOL OF BUSINESS
3396
MATER DEI COLLEGE
3963
ROBERT MORRIS COLLEGE
4277
STATE UNIVERSITY OF NEW YORK AGRICULTURAL AND TECHNICAL COLLEGE AT
4278
STATE UNIVERSITY OF NEW YORK AGRICULTURAL AND TECHNICAL COLLEGE AT
4281
STATE UNIVERSITY OF NEW YORK AGRICULTURAL AND TECHNICAL COLLEGE AT
4291
STATE UNIVERSITY OF NEW YORK COLLEGE AT GENESEO
4419
TROCAIRE COLLEGE
```

Richard looked through his print-out. He decided he wanted to know more about one of the colleges listed and asked for a printing of all the available information on this school by typing in P3415 ("print"plus code for school) and 12345678 (every characteristic). This is what he found:

```
  ? P3415/12345678
3415
MEDAILLE COLLEGE
GENERAL INFORMATION   INDEPENDENT 4-YEAR COED COLLEGE. FOUNDED 1875.
AWARDS A (COLLEGE TRANSFER), B. INSTITUTIONALLY ACCREDITED BY
REGIONAL ASSOCIATION. METROPOLITAN SETTING; 13-ACRE CAMPUS. WORKING
FORMALLY ON BARRIER-FREE COMPLIANCE. TOTAL ENROLLMENT: 807. FACULTY:
73 (48 FULL-TIME, 25 PART-TIME); 52% HAVE DOCTORAL DEGREES. CALENDAR:
SEMESTERS. GRADING SYSTEM: LETTERS OR NUMBERS. CORE PROGRAM
```

REQUIREMENTS MUST BE SATISFIED TO GRADUATE; COMPUTER COURSE REQUIRED FOR BUSINESS MAJORS.

CONTACT MISS MARILYNN PROPIS, DIRECTOR OF ADMISSIONS, 716-884-3281 EXT. 214.

MEDAILLE COLLEGE BUFFALO, NY 14214

SEE PETERSON'S GUIDE (4-YR) P. 414.

EXPENSES (1983-84) TUITION: $3690 FULL-TIME, $123 PER CREDIT HOUR PART-TIME. MANDATORY FEES: $60.

FINANCIAL AID COLLEGE-ADMINISTERED AID FOR ALL 1982-83 UNDERGRADUATES: 20 NON-NEED-BASED SCHOLARSHIPS (AVERAGE $200); 10 NEED-BASED SCHOLARSHIPS (AVERAGE $400); SHORT-TERM LOANS (AVERAGE $25); LOW-INTEREST, LONG-TERM LOANS FROM COLLEGE FUNDS (AVERAGE $250), FROM EXTERNAL SOURCES (AVERAGE $2500); SEOG; COLLEGE WORK-STUDY; PART-TIME JOBS, SUPPORTING DATA: FAF, IRS, STATE FORM REQUIRED; FFS, AFSA/SAR ACCEPTABLE. PRIORITY APPLICATION DEADLINE: 3/15.

SPECIAL PROGRAMS DEVELOPMENTAL COURSES FOR ENTERING STUDENTS: SKILL-BUILDING PROGRAM; ADVANCED STANDING; ACCELERATED DEGREE PROGRAM; INDIVIDUALIZED MAJORS; HONORS PROGRAM; COOPERATIVE EDUCATION PROGRAM IN 13 MAJORS; SUMMER AND MIDWINTER INTERN PROGRAMS; EXCHANGE FOR CREDIT WITH 19 MEMBERS OF THE WESTERN NEW YORK CONSORTIUM; SUMMER SESSION FOR CREDIT; COOPERATIVE STUDY-ABROAD PROGRAM; PART-TIME DEGREE PROGRAMS (DAYTIME, EVENINGS, SUMMER); ADULT/CONTINUING EDUCATION PROGRAMS; COOPERATIVE ARMY ROTC.

HOUSING COLLEGE HOUSING NOT AVAILABLE.

CAMPUS LIFE NOTE CAMPUS REGULATIONS MINIMAL.

ATHLETICS INTERCOLLEGIATE SPORT: BOWLING M, W. INTRAMURAL SPORTS: BASEBALL/SOFTBALL, BASKETBALL, BOWLING, FOOTBALL, SKIING (CROSS-COUNTRY), SKIING (DOWNHILL), SOCCER, TENNIS, VOLLEYBALL.

1982 FRESHMAN DATA 273 STUDENTS APPLIED FOR FALL 1982 ADMISSION; 68% WERE ACCEPTED; 86% OF THOSE ACCEPTED ENROLLED. 10% OF FRESHMEN WERE IN TOP 10% OF SECONDARY SCHOOL CLASS, 70% WERE IN TOP HALF. 0% OF FRESHMEN WHO TOOK SAT SCORED OVER 600 ON VERBAL, 10% SCORED OVER 600 ON MATH. 15% OF FRESHMEN FROM NONPUBLIC SECONDARY SCHOOLS.

ENROLLMENT PATTERNS 76% OF FALL 1981 FRESHMEN RETURNED FOR FALL 1982 TERM. 1980-82 AVERAGE: 47% OF ENTERING CLASSES GRADUATED; 15% OF GRADUATES WENT ON FOR FURTHER STUDY.

FRESHMAN ADMISSIONS OPTIONS: EARLY ENTRANCE, DEFERRED ENTRANCE. HIGH SCHOOL EQUIVALENCY CERTIFICATE ACCEPTED. REQUIREMENTS: ESSAY, HIGH SCHOOL TRANSCRIPT, RECOMMENDATIONS, CAMPUS INTERVIEW, TOEFL (FOR FOREIGN STUDENTS) REQUIRED; SAT OR ACT RECOMMENDED. TEST

SCORES USED FOR ADMISSION. APPLICATION DEADLINE: 8/1. NOTIFICATION DATE: CONTINUOUS. COLLEGE'S OWN ASSESSMENT OF ENTRANCE DIFFICULTY LEVEL: MINIMALLY DIFFICULT.

TRANSFER ADMISSIONS REQUIREMENTS: ESSAY, CAMPUS INTERVIEW, COLLEGE TRANSCRIPT REQUIRED. APPLICATION DEADLINE: ROLLING, NOTIFICATION DATE: CONTINUOUS. COLLEGE'S OWN ASSESSMENT OF ENTRANCE DIFFICULTY LEVEL: MINIMALLY DIFFICULT.

MAJORS ADULT AND CONTINUING EDUCATION B; ADVERTISING B; AMERICAN STUDIES B; ART/FINE ARTS B; ARTS ADMINISTRATION B; BROADCASTING B; BUSINESS ADMINISTRATION/COMMERCE/MANAGEMENT B; CHILD CARE/CHILD AND FAMILY STUDIES B; CHILD PSYCHOLOGY/CHILD DEVELOPMENT B; COMMUNICATION B; CREATIVE WRITING B; EARLY CHILDHOOD EDUCATION B; EDUCATION B; ELEMENTARY EDUCATION B; ENGLISH B; GERONTOLOGY B; GUIDANCE AND COUNSELING B; HISTORY B; HUMANITIES B; HUMAN SERVICES B; JOURNALISM B; (PRE)LAW SEQUENCE B; LIBERAL ARTS/GENERAL STUDIES A, B; MARKETING/RETAILING/MERCHANDISING B; MUSIC B; PARKS MANAGEMENT B; PHILOSOPHY B; POLITICAL SCIENCE/GOVERNMENT B; PSYCHOLOGY B; PUBLIC ADMINISTRATION B; PUBLIC RELATIONS B; RADIO AND TELEVISION STUDIES B; RECREATION AND LEISURE SERVICES B; RECREATION THERAPY B; RETAIL MANAGEMENT B; SOCIAL SCIENCE B; SOCIAL WORK B; SOCIOLOGY B; URBAN STUDIES B. MAJORS WITH HIGHEST ENROLLMENT: RADIO AND TELEVISION STUDIES, HUMAN SERVICES, EDUCATION.

UNDERGRADUATE PROFILE FALL 1982: 807 UNDERGRADUATES (160 FRESHMEN); 10% PART-TIME; 99% STATE RESIDENTS; 20% TRANSFERS: 85% FINANCIAL AID RECIPIENTS; 55% WOMEN; 43% BLACKS; 2% HISPANICS; 2% FOREIGN NATIONALS; 30% OF UNDERGRADUATES OVER 21 YEARS OF AGE; 8 LEGALLY HANDICAPPED STUDENTS.

He explored other schools in the same way. Richard took his Section Profiles and his printouts to his meeting with Mrs. Larson, his counselor. He felt that he had a lot to discuss with her. He was still not sure of many things, but he had begun to focus on his future and he felt less anxious than he had before.

IMPORTANT POINTS FOR THE COUNSELOR

It is true, of course, that every student will not have as smooth a flow of events as did Richard, our student presented in the case study. As each student is unique, there really is no way to present a "typical" case.

There will be many students who need counseling in preparation for using CIDS; they may feel lost as they begin to fill out a Selection Profile. Not every student has access to or will utilize parental guidance and they will need the counselor's help from the start. The use of the Profiles, however, will focus initial counseling sessions on the important questions the student has to consider.

Not all students are college-bound. Some will be using the Vocational Education file; some will be exploring Employers and Industries from the start. These students will greatly benefit from the opportunity to use CIDS, as the information contained in these files is not easily found elsewhere.

The CIDS program is not designed to be used in a vacuum. It is an important and useful tool to aid in student/counselor interaction.

IMPLEMENTATION

Few computer-leased guidance systems will be as easy to install and implement as CIDS. In the first place, CIDS operates off a mainframe computer that is maintained by the Asbury Park Board of Education. Specialists from the Computer Center will assist you in determining what kinds of computer terminals you will need and in enabling you to communicate by telephone with the host computer.

In most cases, you will need a computer terminal that acts as a printer. A number of vendors including National Computer Systems, Digital, Texas Instruments, and Radio Shack among others produce terminals that are compatible with the presently configured CIDS system. Obviously, the advantage of a printer terminal over a CRT is that your students or clients will be able to take home the relevant output. Prices can vary; however, you should be able to purchase an appropriate system for approximately $850 to $900.

The cost of a telephone hookup could be the largest expense of all. For example, if you choose to dial the appropriate Asbury Park phone number, you could wind up paying per minute at the long distance rate. If you are planning to use the system for only brief periods at a time, this might still be the least expensive way to go. However, experience has shown that the system soon becomes so popular that only on rare occasions is it not being used. Therefore, the best alternative is to lease a dedicated line from the telephone company. Furthermore, the Computer Center has set up satellite locations throughout the state so that the leased line will often not even have to extend beyond your local dialing area, thus cutting your costs even further. A representative from the Computer Center will help you choose the best alternative and will assist you in your discussions with the telephone company. A general rule of thumb is that you should figure on a cost of approximately $100 per month for a leased line. In addition, there would be a one-time fee of approximately $350 for installing the telephone line.

Aside from a printer and telephone line, you will need a modem, a device that allows the telephone to connect the terminal to the host computer. Generally, modems can be purchased for approximately $700. Sometimes, it is possible to purchase printers that have modems built in.

Often, when schools or agencies purchase computer-related equipment, they fail to budget appropriately for maintenance and repairs. Therefore, you should make certain that you do not make this error. Machines break down, and without a maintenance agreement, you could wind up paying vast sums of money to keep them operating. On the other hand, for only $280 per year, you could insure that all repairs are covered, no matter what the real expenses are.

Supplies are another expense that should be budgeted. A total of $150 should be set aside for printing ribbons and paper.

Obviously, the biggest cost of all is the renting of the computer-based guidance system. The current cost of CIDS is $1400 per year, which is substantially less than other comparable systems. Furthermore, if your school or agency already subscribes to the Guidance Information System (GIS) that is also located at the Asbury Park Computer Center, you can also subscribe to CIDS for an additional cost of only $500.

The CIDS system should be located in a central area where students or clients can have easy access to it. A counseling center or library is often an ideal location. Of paramount importance is the proximity to skilled professional assistance. Even though the system is exceptionally easy to operate, one should anticipate that the user will experience some problems or difficulties. Therefore, members of the professional staff need to be trained on the system and to be available for consultation. Professional counselors can assist in providing appropriate career and college guidance, whereas professional librarians can assist in the search for additional sources of career and occupational information.

CIDS SUMMARY

As you have seen through this manual,

the CIDS System can be a huge asset for any school system or agency that is involved with assisting people in the career planning process. The strengths of the system are as follows:

1. The user receives local information about career, job, and educational opportunities.
2. CIDS is updated on a continuous basis rather than yearly or even less often. Therefore, the information is always current and valid.
3. Assistance is only a phone call away.
4. Users can determine the types of information that are available through CIDS.
5. The cost is substantially below similar computer-based guidance systems.

As indicated earlier in this manual, CIDS is not designed to help a person determine his/her abilities, aptitudes, values, personal characteristics, and interests. Although some computer-based guidance systems do claim to perform these functions, the reality is that none of these systems is as effective as the quality counseling and assessment services that professional counselors can deliver. Although counselors cannot be expected to know about every career, college, vocational school, or place of employment, they should understand the career exploration and decision-making process better than any computerized system. And that is why CIDS is designed to specialize in the former and not in the latter.

CIDS CHECKLIST

The following checklist should serve as a valuable reference as you review CIDS and other computer-based guidance systems. Place a check next to each area that meets your needs.

- ☐ Adequacy of Career File
- ☐ Adequacy of College File
- ☐ Adequacy of Employer/Industry File
- ☐ Adequacy of Vocational-Technical School File
- ☐ Adequacy of Child Care Center File
- ☐ Adequacy of Financial Aid File
- ☐ Adequacy of Military Service File
- ☐ Ease of use
- ☐ Relevance of information
- ☐ Accuracy of information
- ☐ System constantly up-dated
- ☐ Adequacy of Support Services
- ☐ Cost
- ☐ Reading level
- ☐ Average time per use
- ☐ Localization of information
- ☐ Adequacy of other files that may be in the system